



# Overview of Pupil Attainment and Progress

2017-18

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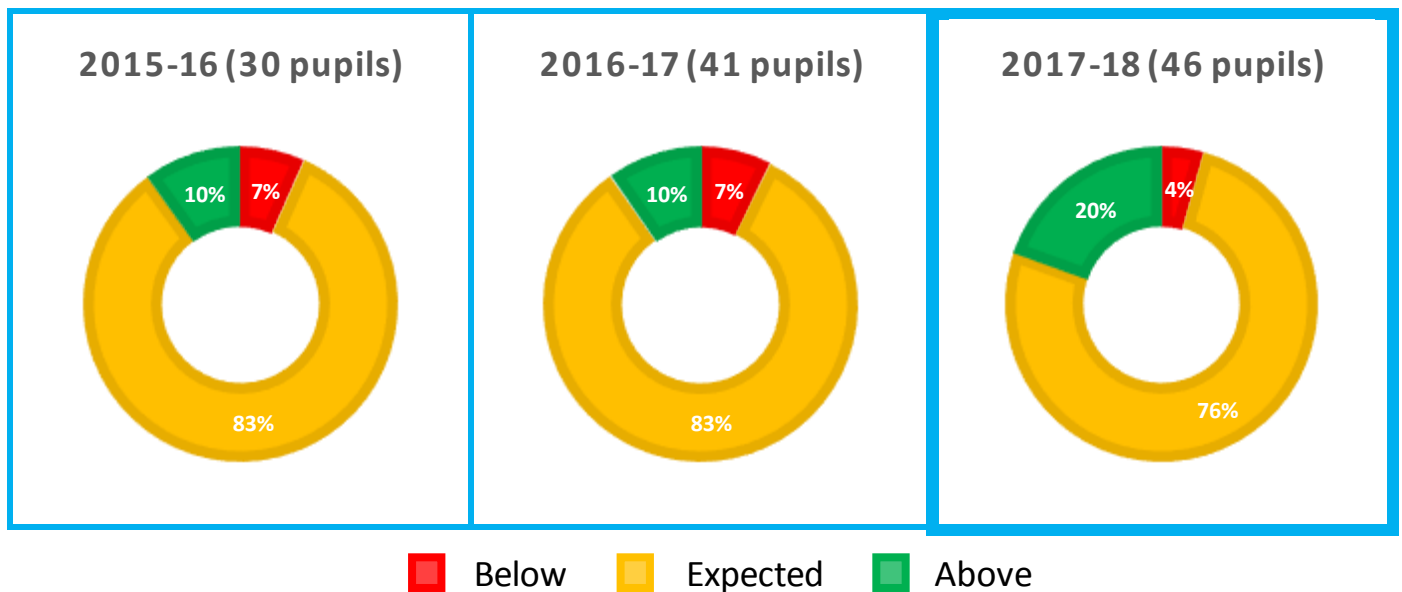
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## Overview of Pupil Progress 2017-18

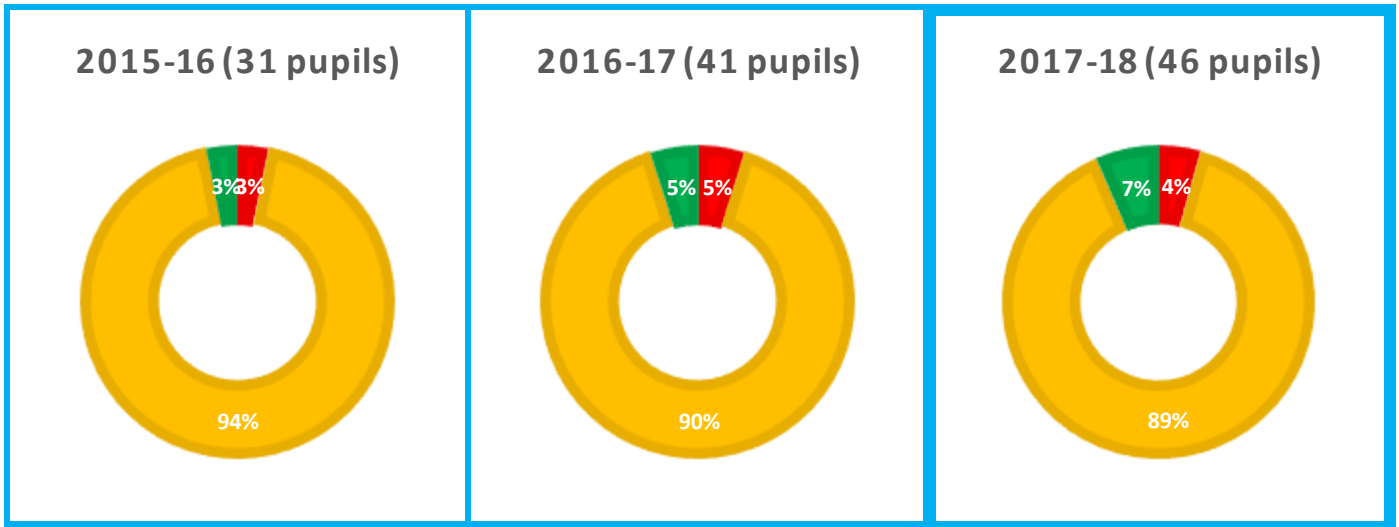
The following charts illustrate the percentage of pupils (for whom comparative data is available) making below, expected or above expected progress in the academic year 2017-18. Information from the two previous years is included for comparison.

- The number of pupils making above expected progress has continued to increase for all subjects over the last three years.
- The number of pupils making below expected progress has decreased across all subject areas.
- Pupils are making very good progress in Personal and Social Development. PSD had the second highest percentage of above expected and the lowest percentage of below expected progress.
- Pupil progress in literacy has improved over the last three years. However, progress in literacy is improving at a slower rate than in other subjects.

### Core Subjects (Literacy, Mathematics and Science)

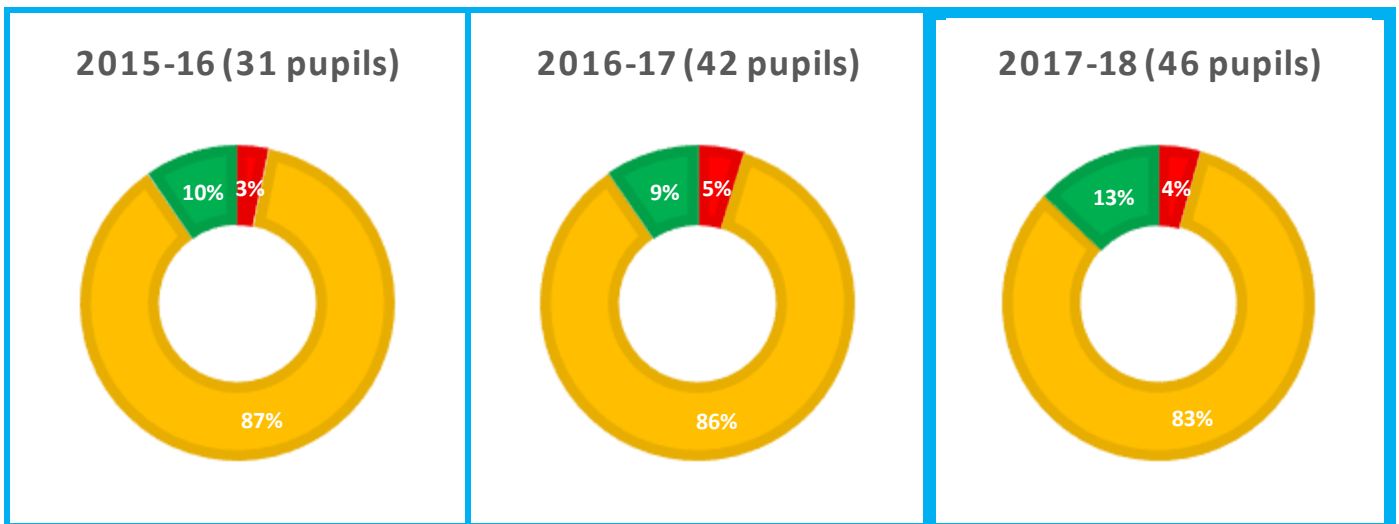


## Literacy



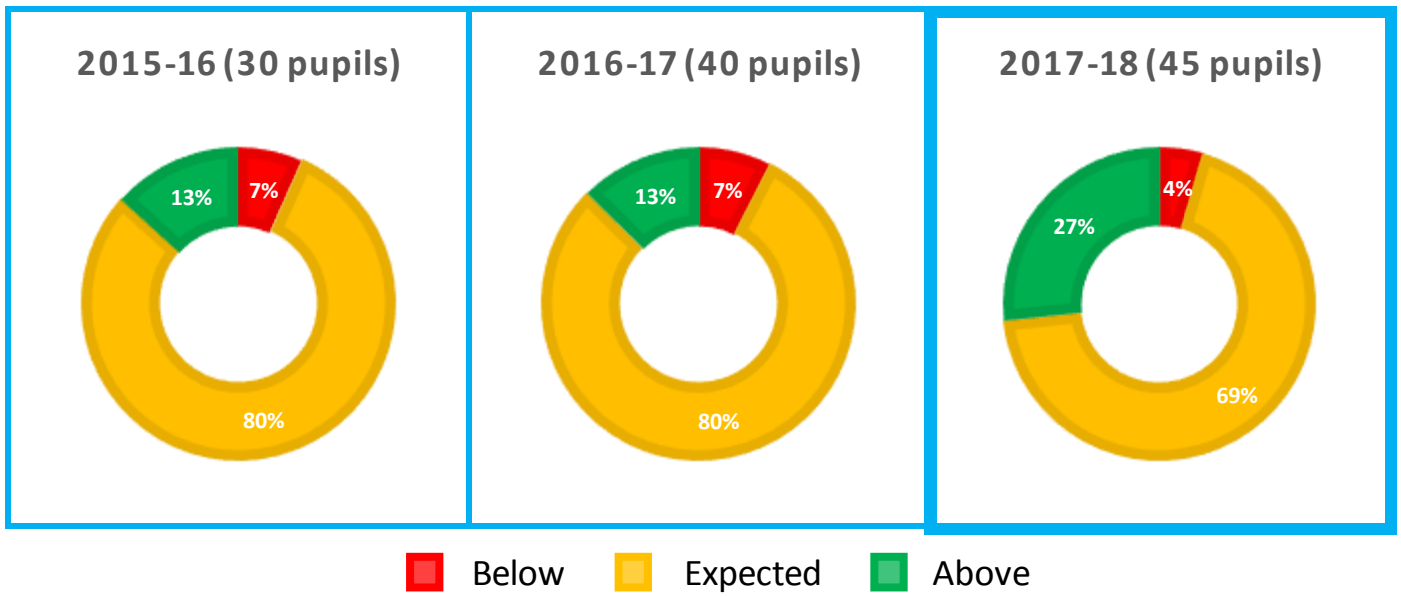
Below Expected Above

## Mathematics

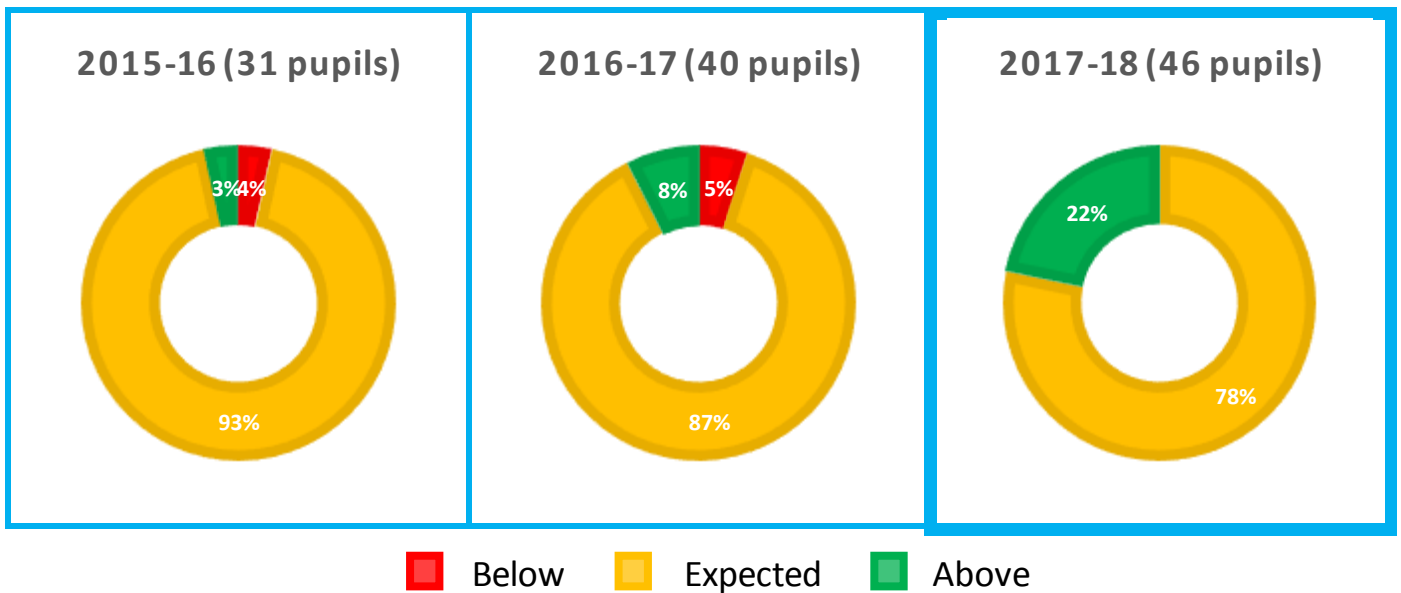


Below Expected Above

## Science



## Personal and Social Development

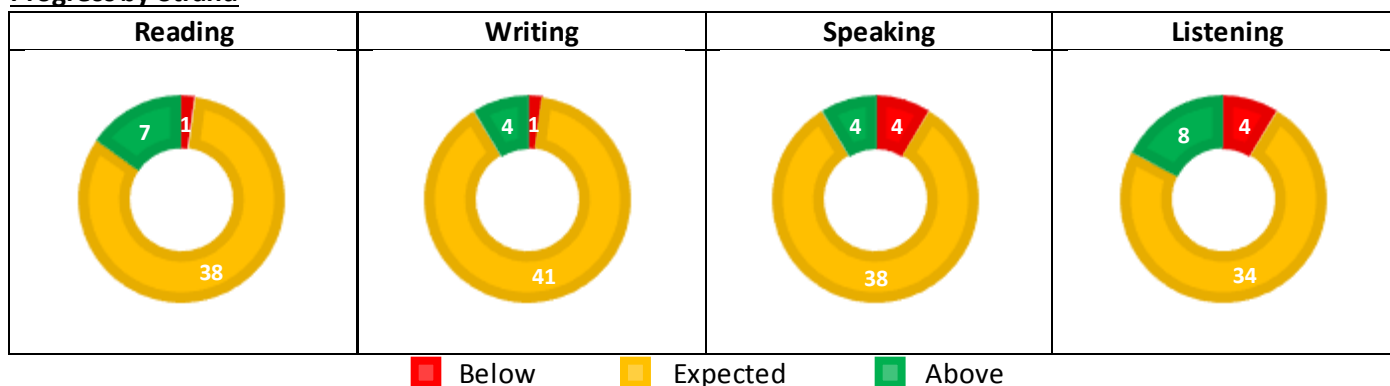


## Pupil Progress by Strand & Key Stage 2017-18 – Literacy

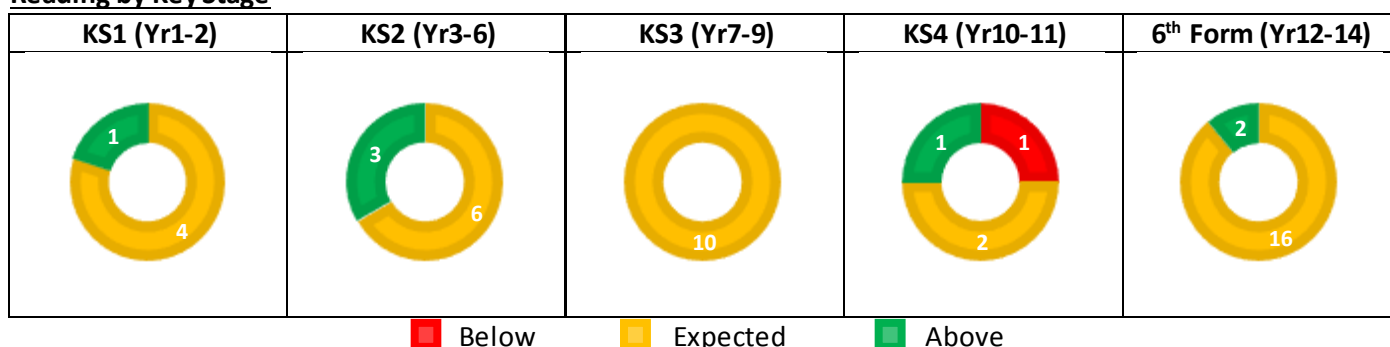
The charts below illustrate rates of progress in literacy over the academic year 2017-18 by strand and Key Stage for all pupils for whom comparative data is available.

- Reading and listening strands saw the highest number of pupils making above expected progress.
- Speaking and listening had the highest number of pupils making below expected progress.
- Increased Speech and Language Therapy support has been arranged for the coming year to support pupil attainment and progress in speaking and listening.
- One of the pupils who made below expected progress in speaking and listening has a recently diagnosed hearing impairment. He is now being supported by the Hearing Impairment Team and is trialing a new hearing aid.

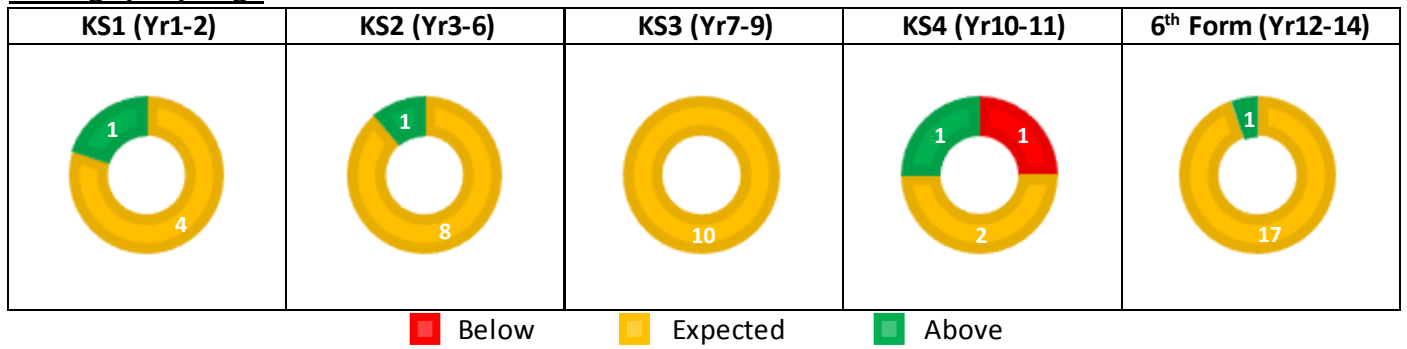
### Progress by Strand



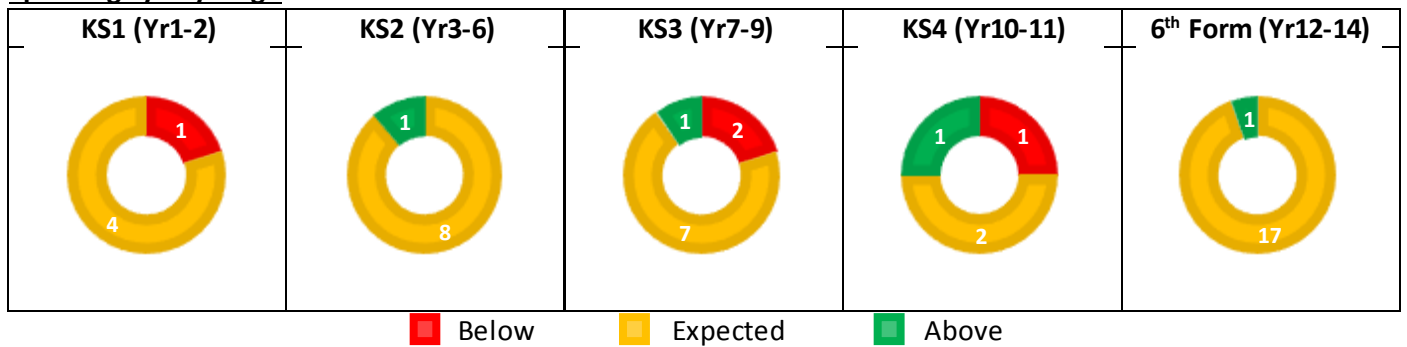
### Reading by Key Stage



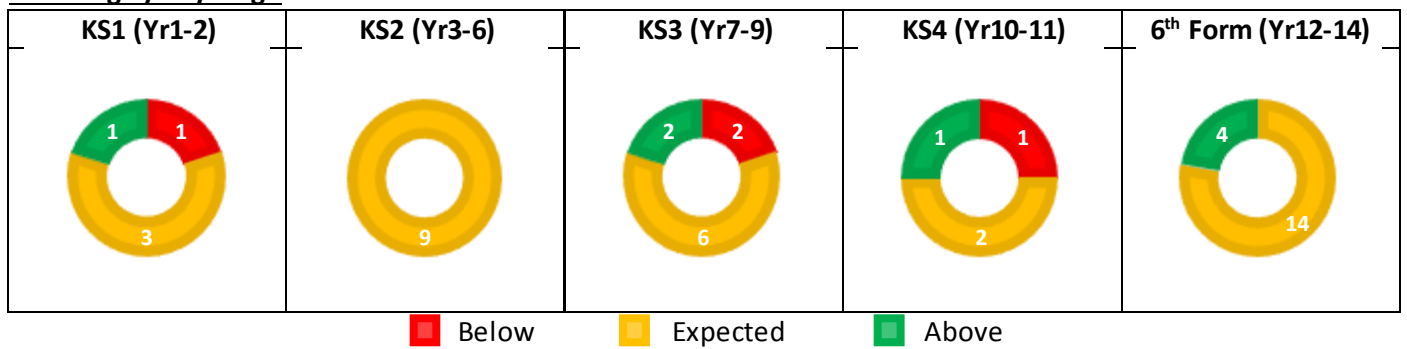
**Writing by Key Stage**



**Speaking by Key Stage**



**Listening by Key Stage**

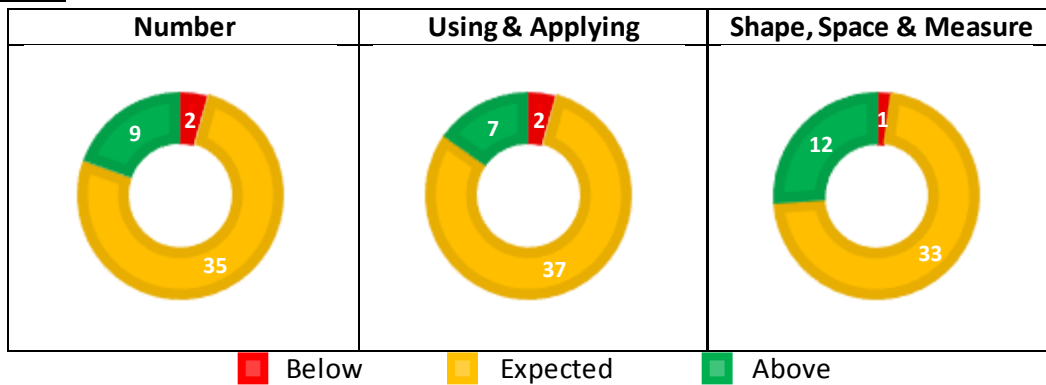


## Pupil Progress by Strand & Key Stage 2017-18 – Mathematics

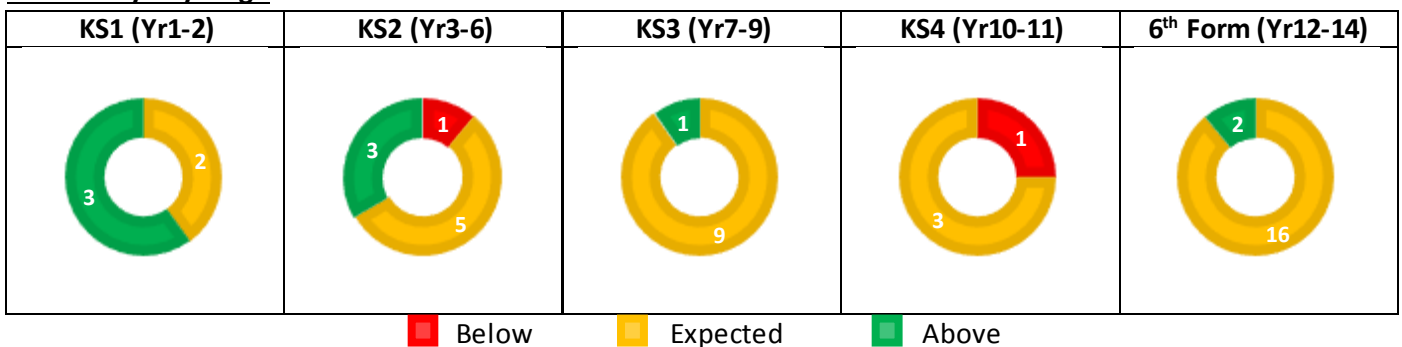
The charts below illustrate rates of progress in maths over the academic year 2017-18 by strand and Key Stage for all pupils for whom comparative data is available.

- More pupils made above expected progress than below expected progress in all three strands of maths.
- Of the three strands, fewer pupils made above expected progress in using and applying. Using and applying maths will be an area of focus for the academic year 2018-19.
- One pupil in Key Stage 4 made below expected progress in all three strands of maths. This will be identified as a focus area for them in their individual 'Intervention and Impact Form' and the specific strategies put in place to support them will be recorded and monitored.

### Progress by Strand


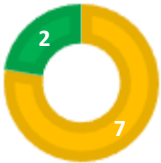

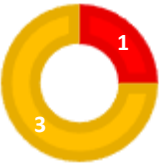



### Number by Key Stage




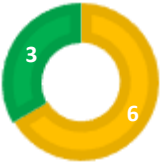
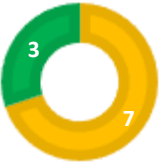

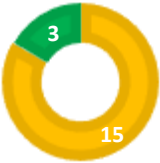


**Using and Applying by Key Stage**

KS1 (Yr1-2)	KS2 (Yr3-6)	KS3 (Yr7-9)	KS4 (Yr10-11)	6 <sup>th</sup> Form (Yr12-14)
				

■ Below     
 ■ Expected     
 ■ Above

**Shape, Space and Measure by Key Stage**

KS1 (Yr1-2)	KS2 (Yr3-6)	KS3 (Yr7-9)	KS4 (Yr10-11)	6 <sup>th</sup> Form (Yr12-14)
				

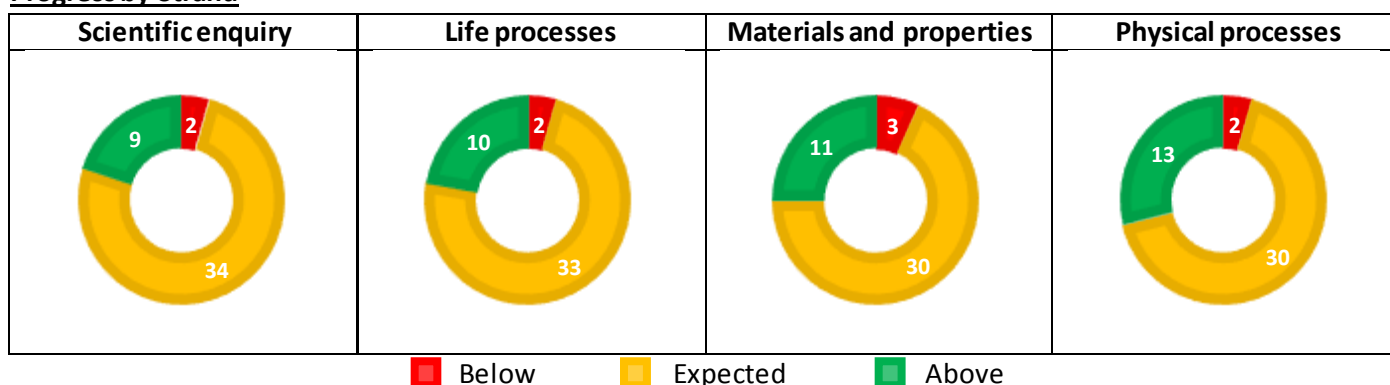
■ Below     
 ■ Expected     
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## Pupil Progress by Strand & Key Stage 2017-18 – Science

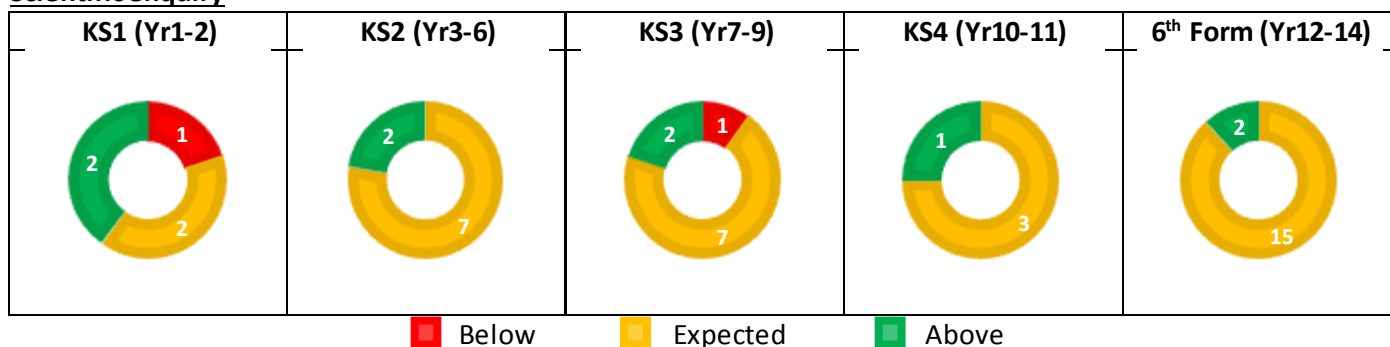
The charts below illustrate rates of progress in science over the academic year 2017-18 by strand and Key Stage for all pupils for whom comparative data is available.

- Significantly more pupils made above expected progress than below expected progress in all four strands of science.
- Pupil’s progress in science was very good in Key Stage 4 and 6<sup>th</sup> Form, with all pupils making expected or above expected progress.
- Individual pupils in Key Stage 1, 2 and 3 made below expected progress in science. This will be identified as a focus area for them in their individual ‘Intervention and Impact Forms’ and the specific strategies put in place to support them will be recorded and monitored.

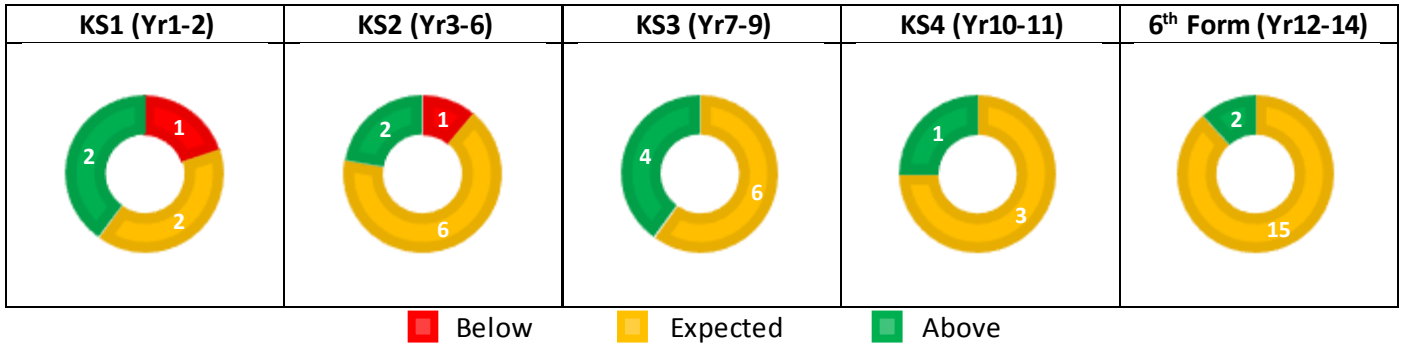
### Progress by Strand



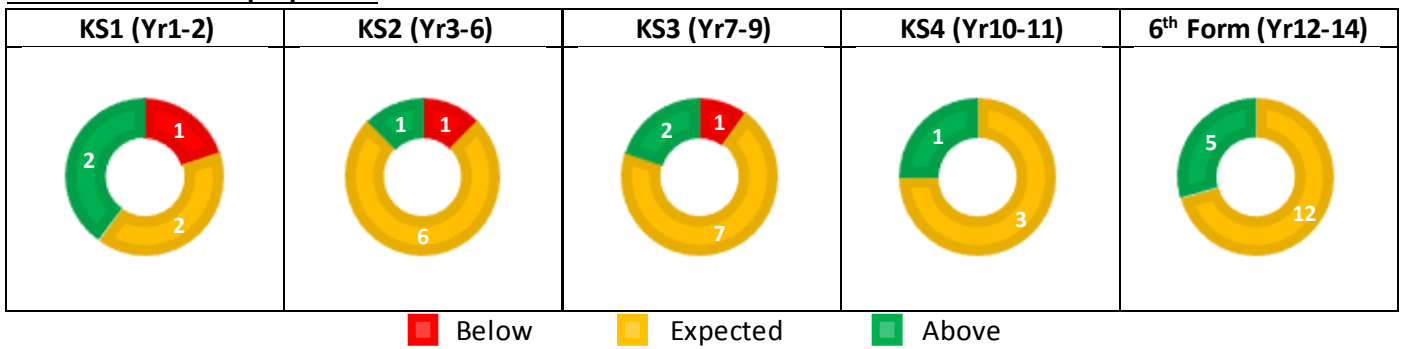
### Scientific enquiry



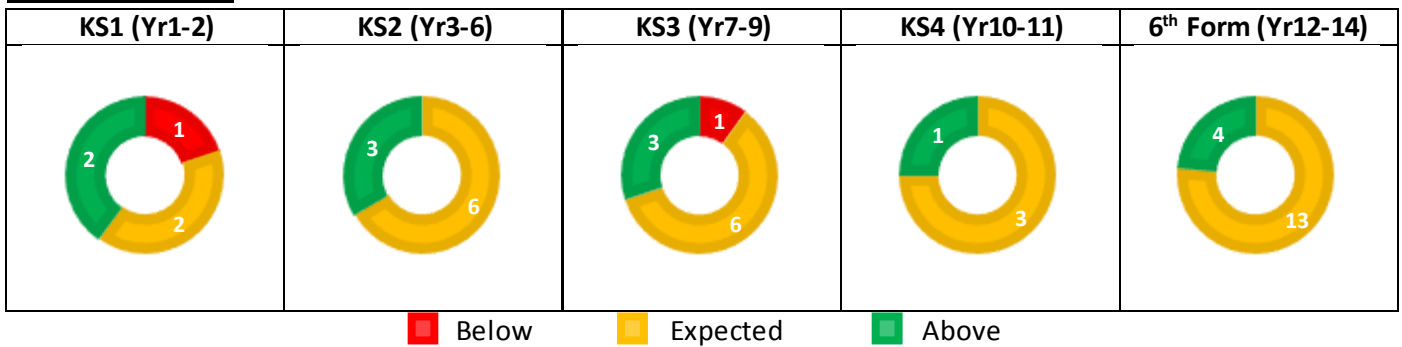
**Life processes and living things**



**Materials and their properties**



**Physical processes**

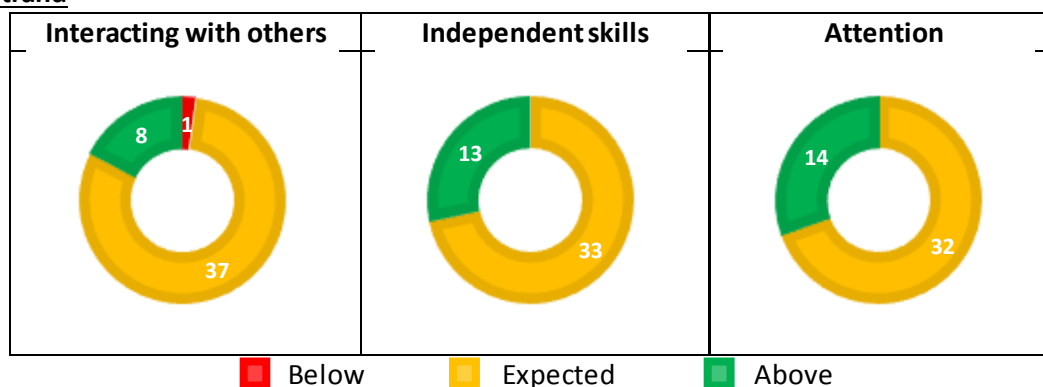


## Pupil Progress by Strand & Key Stage 2017-18 – Personal and Social Development

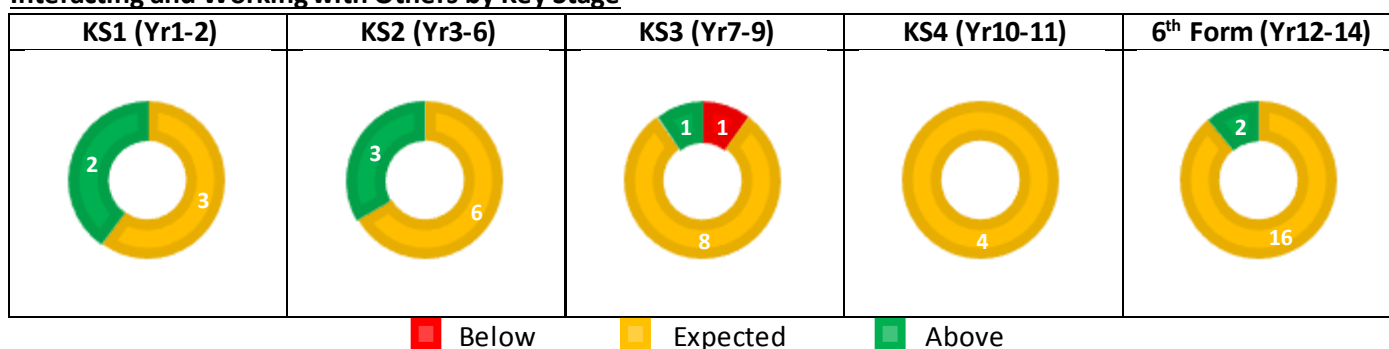
The charts below illustrate rates of progress in Personal and Social Development over the academic year 2017-18 by strand and Key Stage for all pupils for whom comparative data is available.

- Pupils make very good progress in Personal and Social Development. PSD had the second highest number of pupils making above expected progress and the lowest number of pupils making below expected progress.
- Of the three strands, fewer pupils made above expected progress in interacting and working with others. This will be an area of focus for the academic year 2018-19.

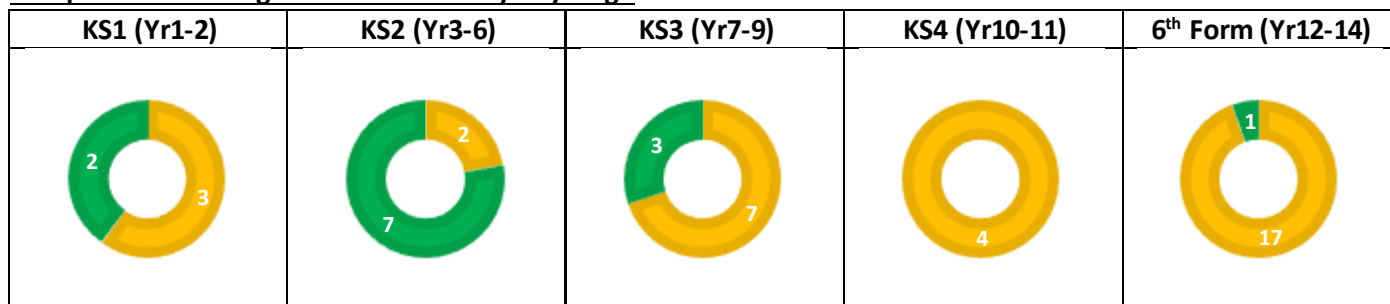
### Progress by Strand



### Interacting and Working with Others by Key Stage

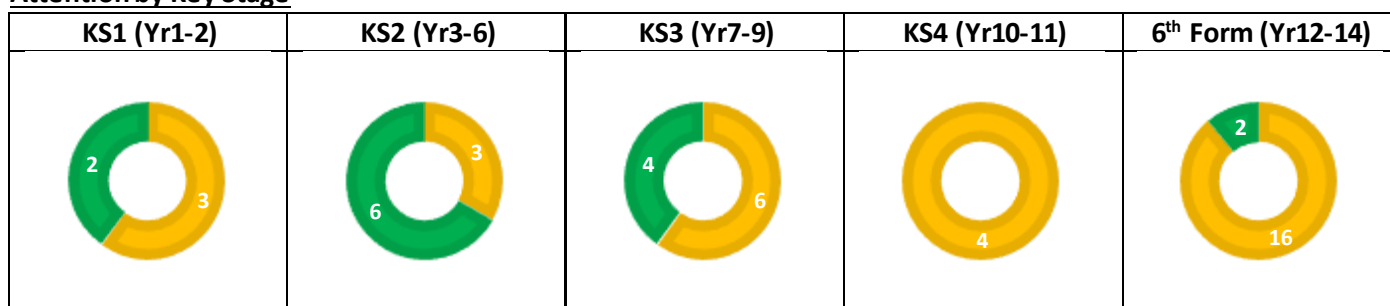


### Independent and Organisational Skills by Key Stage



■ Below     
 ■ Expected     
 ■ Above

### Attention by Key Stage



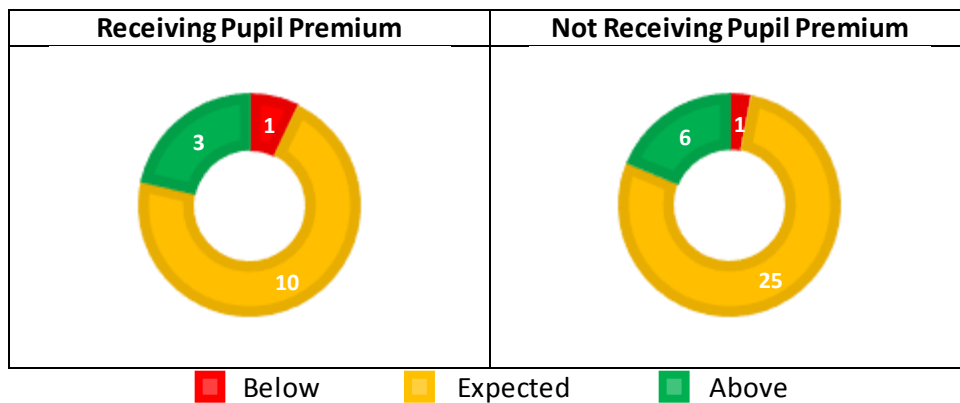
■ Below     
 ■ Expected     
 ■ Above

## Progress by Pupil Premium 2017-18

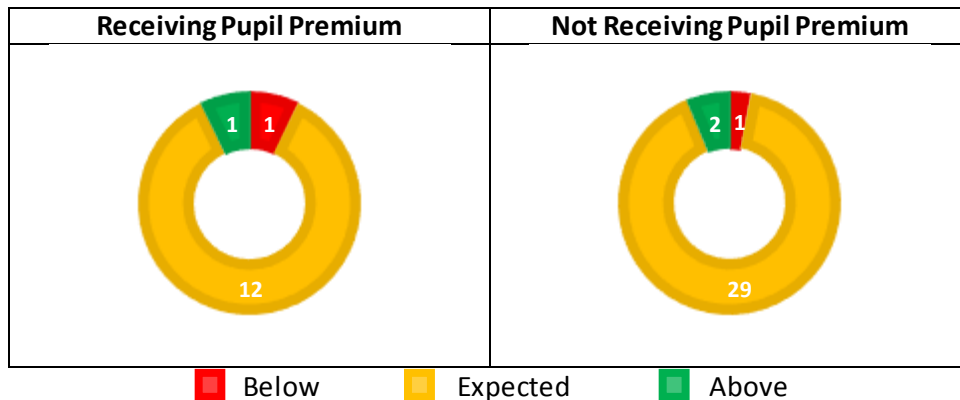
The charts below illustrate rates of progress over the academic year 2017-18 according to whether or not pupils were in receipt of pupil premium.

- Our Equality Policy includes the objective to continue to narrow the gap between pupils eligible for pupil premium and those that are not.
- To achieve this objective, some pupil premium pupils now have targeted Speech and Language Therapy support where this is appropriate.
- Assessments from the Educational Psychology service have been requested to support specific pupils and evaluate their classroom environments.
- We will also continue to provide Music Therapy sessions for pupils, ensuring that this intervention focuses on specific areas, for example, speaking and listening in literacy, using and applying in maths, physical processes and materials and their properties in science.

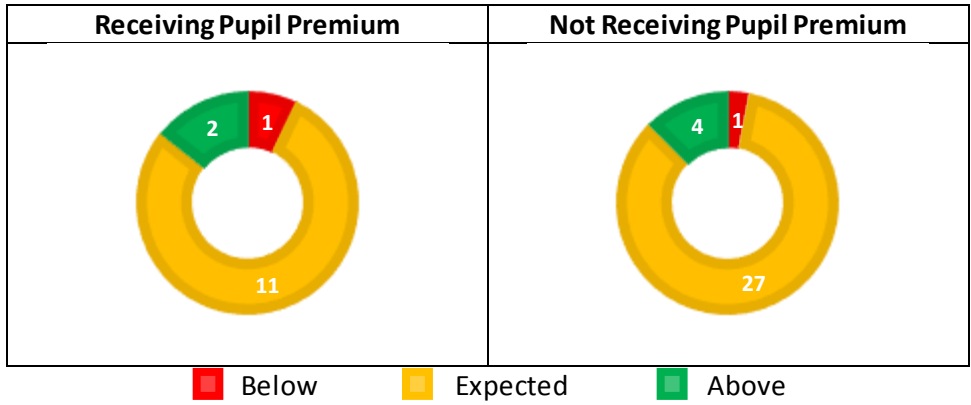
### Core Subjects (Literacy, Mathematics and Science)



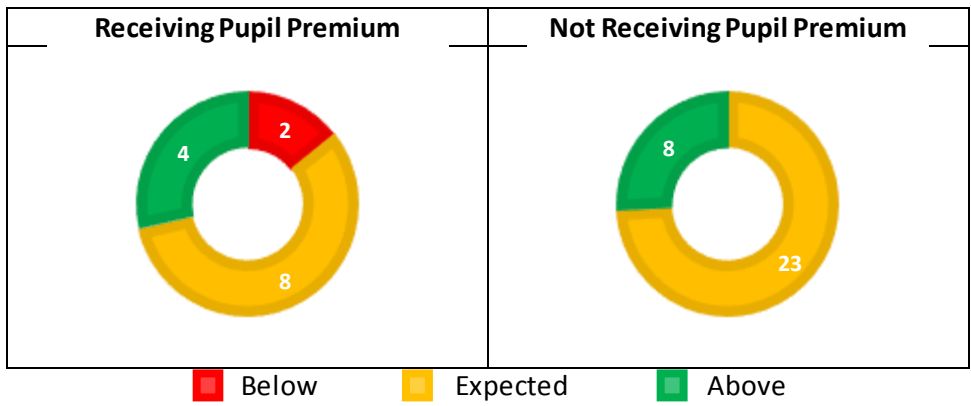
### Literacy



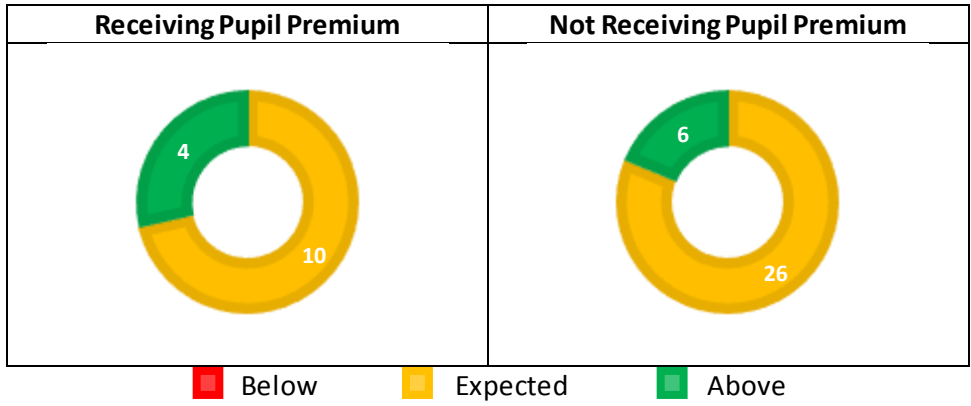
**Mathematics**



**Science**



**Personal and Social Development**

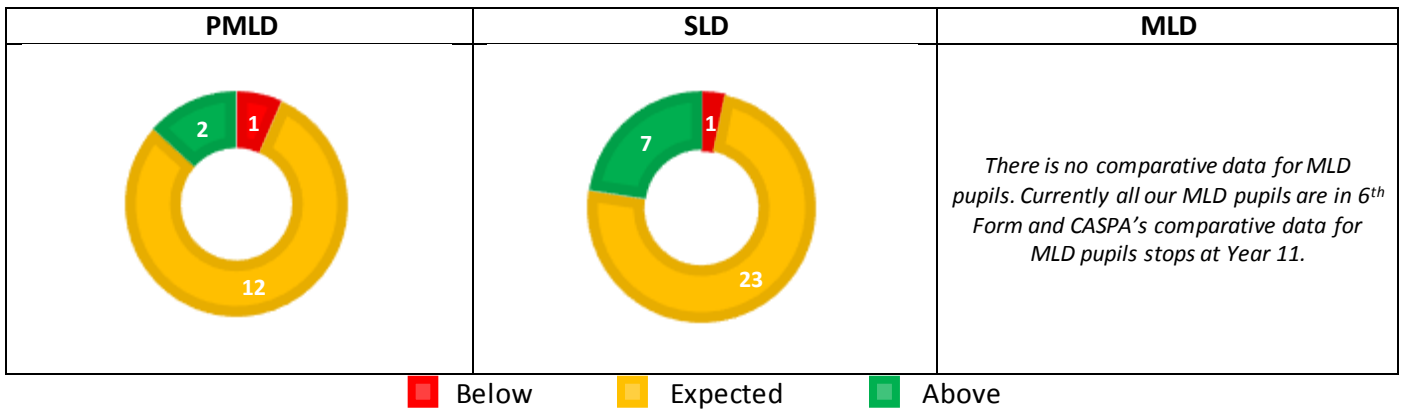


## Pupil Progress by Degree of Learning Difficulty 2017-18

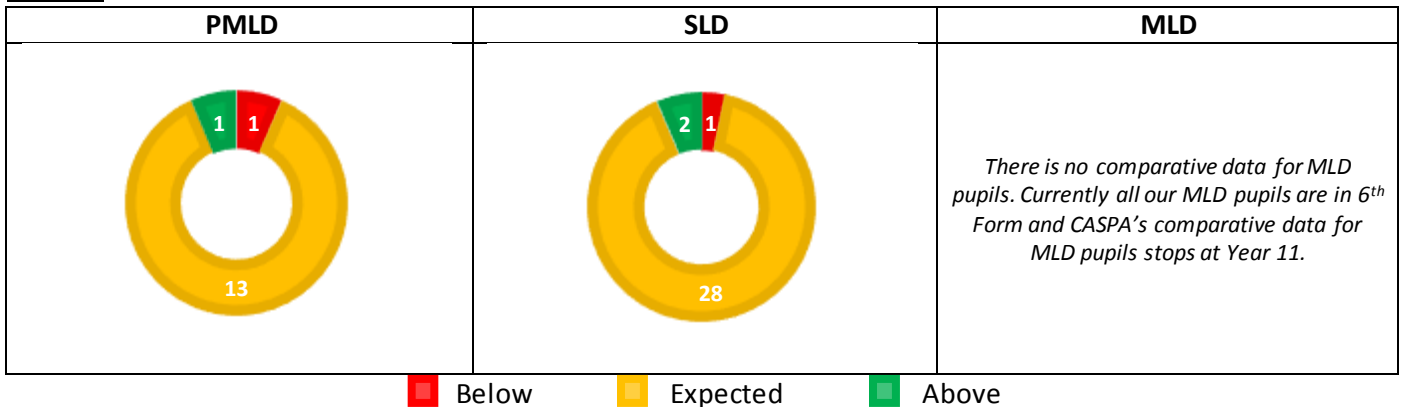
The charts below illustrate rates of progress over the academic year 2017-18 by degree of learning difficulty for all pupils for whom comparative data is available. The degree of learning difficulty for each pupil is categorised as either Profound and Multiple Learning Difficulty (PMLD), Severe Learning Difficulty (SLD) or Moderate Learning Difficulty (MLD).

- The rates of progress are broadly similar for PMLD and SLD pupils across most subject areas.
- A higher percentage of PMLD pupils made above expected progress in maths than SLD pupils.
- A higher percentage of SLD pupils made above expected progress in science than PMLD pupils.

### Core Subjects (Literacy, Mathematics and Science)

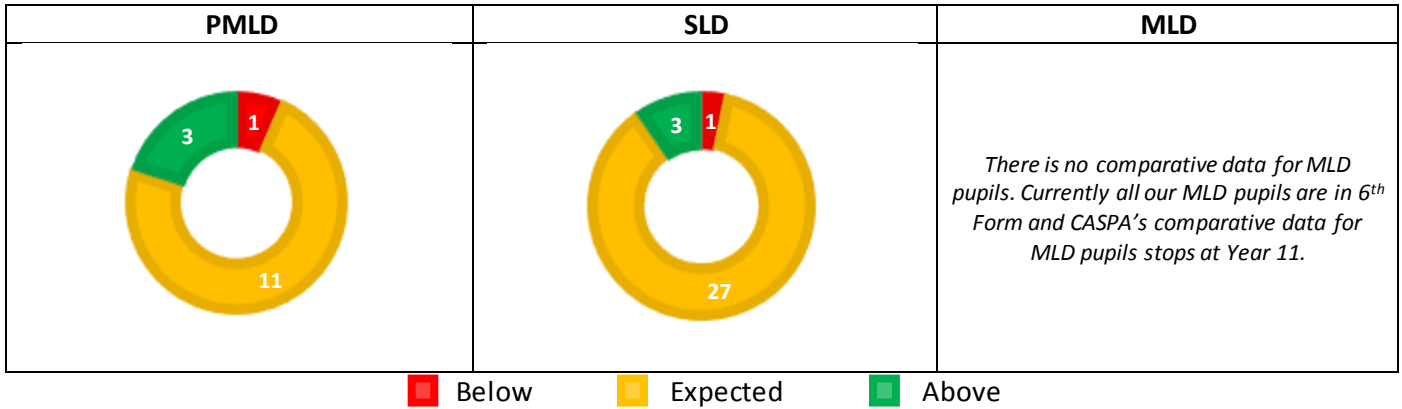


### Literacy

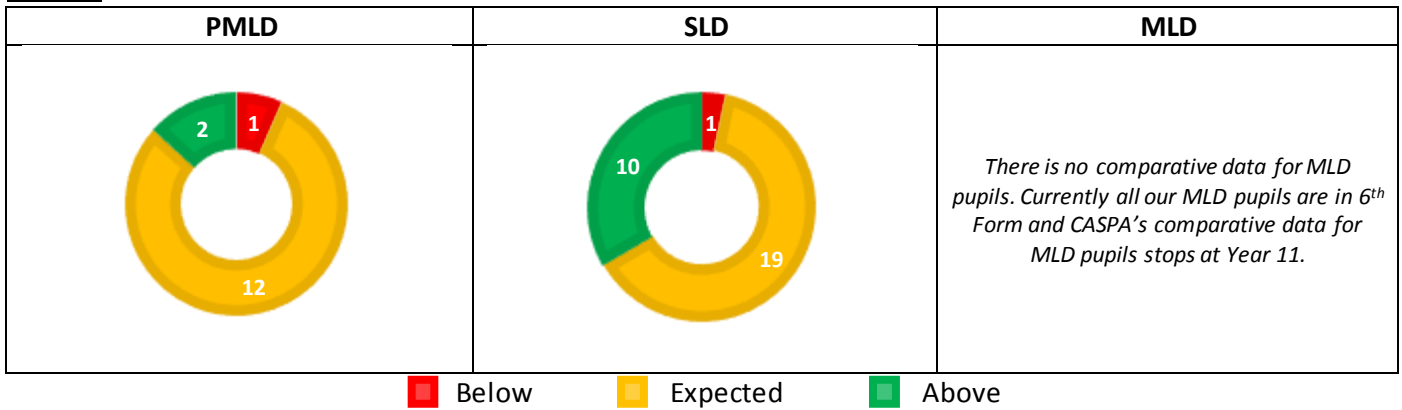




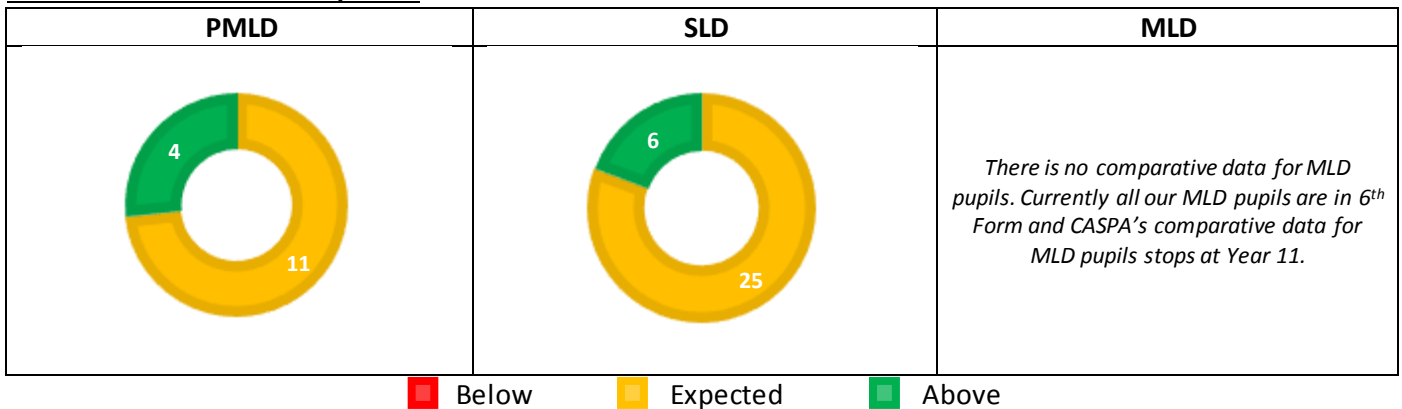
**Mathematics**



**Science**



**Personal and Social Development**

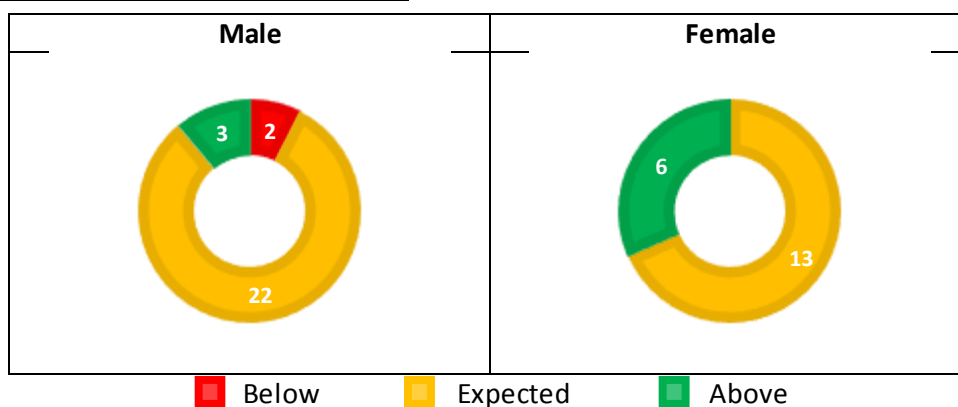


## Pupil Progress by Gender 2017-18

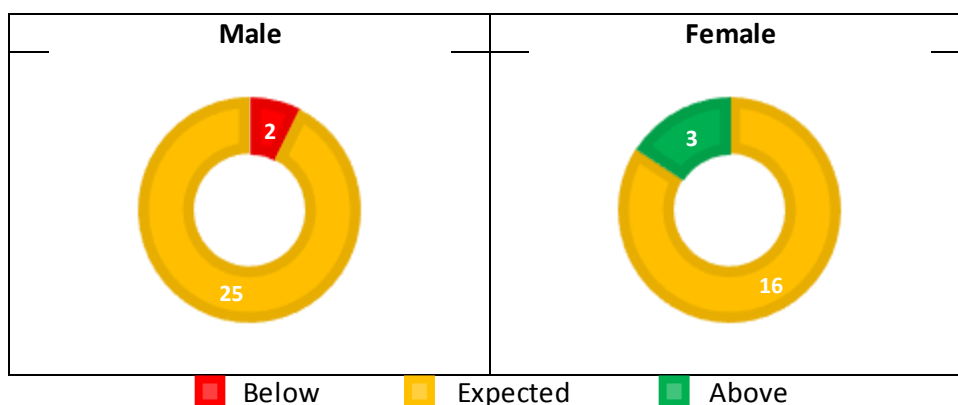
The charts below illustrate rates of progress over the academic year 2017-18 by gender for all pupils for whom comparative data is available.

- The percentage of girls achieving above expected progress is higher for all subjects.
- Boys made better progress in science and PSD than they did in literacy and mathematics.
- For those making below expected progress, these areas will be identified in their individual 'Intervention and Impact Forms' and the strategies put in place to support them will be recorded and monitored.

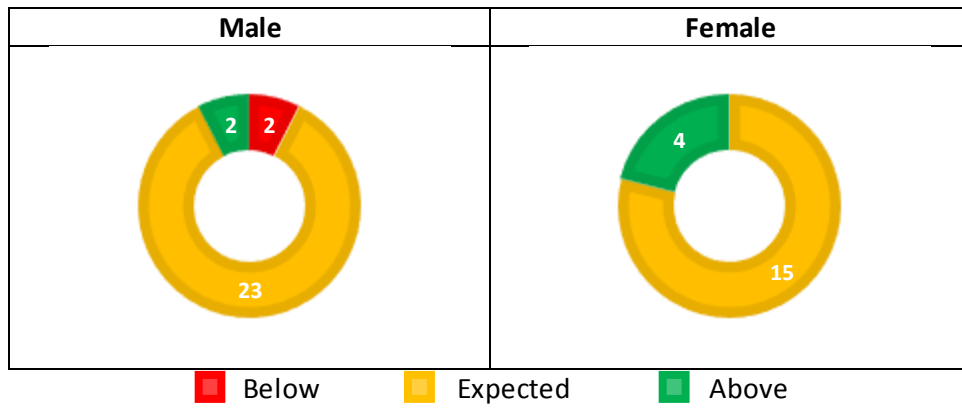
### Core Subjects (Literacy, Mathematics and Science)



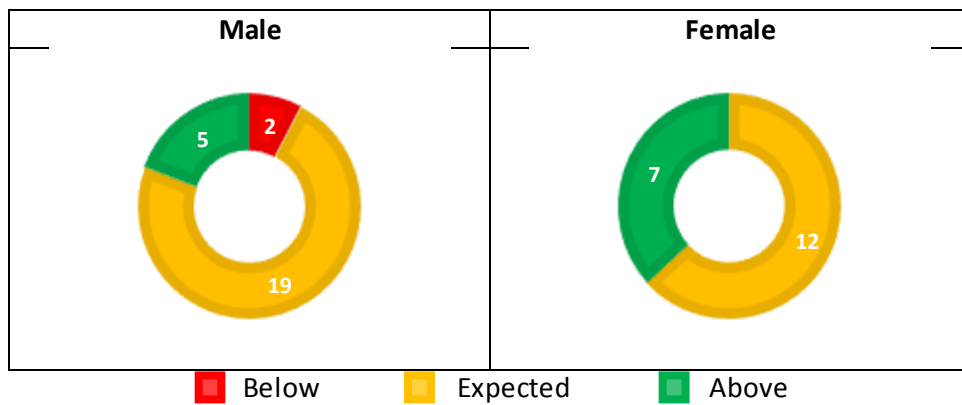
### Literacy



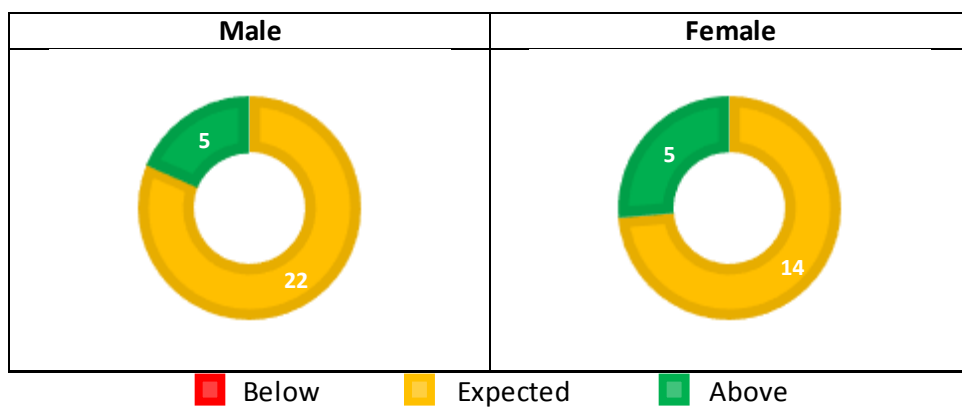
**Mathematics**



**Science**



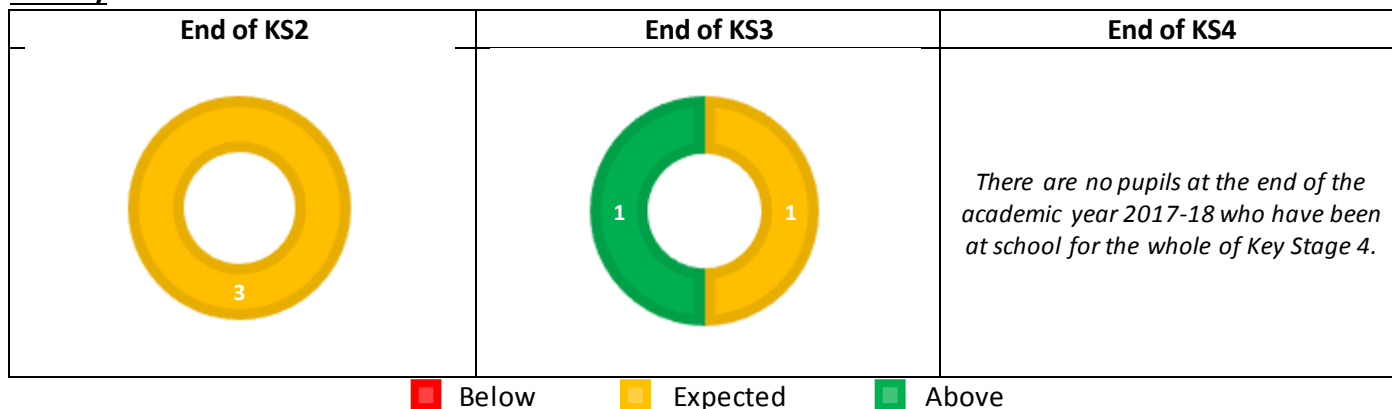
**Personal and Social Development**



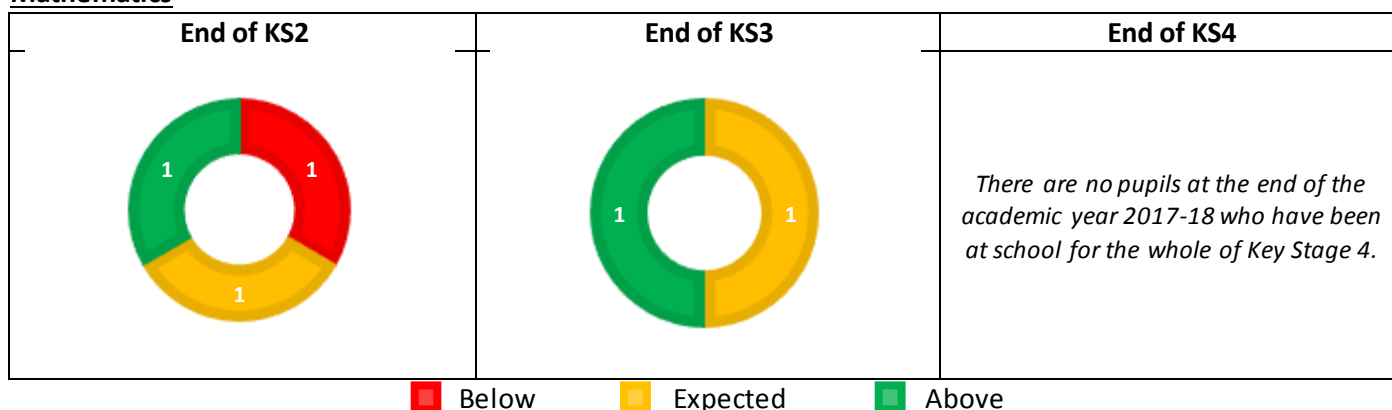
## End of Key Stage Analysis 2017-18

The charts below record the **progress over the whole Key Stage** for pupils at the end of a Key Stage in the academic year 2017-18. Progress is calculated using progression guidance.

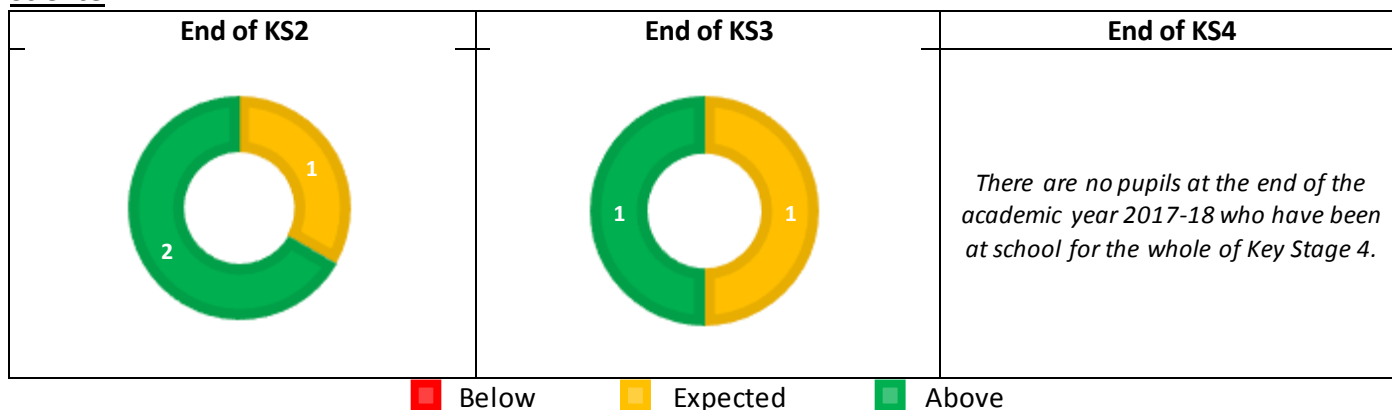
### Literacy



### Mathematics



### Science



## End of Key Stage Analysis 2017-18

### End of Key Stage 2

#### Pupil 1

Subject	KS1 Prior Attainment	End of KS2 Attainment	Progression Guidance
Literacy	P2ii	P3ii	Expected progress MQ
Mathematics	P2ii	P3i	Below expected LQ
Science	P2ii	P3ii	Expected progress MQ

#### Pupil 2

Subject	KS1 Prior Attainment	End of KS2 Attainment	Progression Guidance
Literacy	P3i	P4	Expected progress MQ
Mathematics	P2ii	P4	Above expected UQ
Science	P2ii	P4	Above expected UQ

#### Pupil 3

Subject	KS1 Prior Attainment	End of KS2 Attainment	Progression Guidance
Literacy	P3i	P3ii	Expected progress MQ
Mathematics	P2ii	P3ii	Expected progress MQ
Science	P3i	P4	Above expected UQ

### End of Key Stage 3

#### **Pupil 4**

<b>Subject</b>	<b>KS2 Prior Attainment</b>	<b>End of KS3 Attainment</b>	<b>Progression Guidance</b>
Literacy	P6	P7	Expected progress MQ
Mathematics	P6	P7	Expected progress MQ
Science	P6	P8	Above expected UQ

#### **Pupil 5**

<b>Subject</b>	<b>KS2 Prior Attainment</b>	<b>End of KS3 Attainment</b>	<b>Progression Guidance</b>
Literacy	P5	P7	Above expected UQ
Mathematics	P5	P7	Above expected UQ
Science	P6	P8	Expected progress MQ